



Australian Government

CUADTM412 Promote the physical and emotional wellbeing of children in performing arts

Release: 1

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Modification History

Release	Comments
Release 1	This unit first released with CUA Creative Arts and Culture Training Package version 3.0.

Application

This unit describes the skills and knowledge required to promote the physical and emotional wellbeing of children in performing arts programs. It covers planning age appropriate activities and programs, interacting and working professionally with children, encouraging healthy lifestyles and monitoring the physical and emotional wellbeing of children within a program.

This unit applies to people instructing children in performing arts environments including dance, theatre, circus, film and television. It also applies to people responsible for teaching movement skills for recreational or remedial purposes.

At this level, instructors may be working independently with children or in a group situation with other teachers or instructors. They are required to use some discretion and judgement and take responsibility for promoting the physical and emotional wellbeing of children within their program/s.

Typical age groups for children are 0 to 4 years, 5 to 10 years, 11 to 14 years and 15 to 18 years.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan age appropriate	1.1 Identify and research sources of current information relevant to

ELEMENT	PERFORMANCE CRITERIA
activities for children	working with children in performing arts 1.2 Interpret program requirements to choose and sequence movement activities suitable for physical skill level, emotional maturity and age 1.3 Select production elements appropriate to age group and program goals 1.4 Review and use available information about individual learner needs, skills and abilities, injuries and learning styles to plan activities
2. Implement age appropriate activities when instructing children	2.1 Review and use knowledge of growth stages and anatomy to support safe performance and practice for relevant age group 2.2 Review and use knowledge of repetition and loading, and industry accepted strategies, to avoid and manage injuries for children in relevant age group 2.3 Monitor and review planned activities to ensure ongoing safe skill development of children 2.4 Reflect on professional practice and adjust activities to ensure suitability for relevant age groups 2.5 Identify and use opportunities to update and maintain knowledge of research and developments relevant to own professional practice
3. Interact and work professionally with children	3.1 Establish a safe and supportive learning environment that puts children at ease and sets ground rules for inclusiveness, equality and respect 3.2 Use knowledge of cognitive development stages to ensure language and instructions are clear and understood by the relevant age group 3.3 Use non-discriminatory and non-stereotypical language and check that all children can participate in activities 3.4 Provide constructive feedback to children appropriate for the relevant age group 3.5 Use program techniques that reflect due diligence with regard to human contact and touch

ELEMENT	PERFORMANCE CRITERIA
4. Promote healthy lifestyles and wellbeing for children	4.1 Plan and implement activities that promote the health and emotional wellbeing of children 4.2 Provide age appropriate advice to children and carers about healthy lifestyles, nutrition and wellbeing 4.3 Explain the features of a safe practice environment to children and carers 4.4 Act as a role model for healthy lifestyle and wellbeing in the presence of children and carers
5. Monitor physical, social and emotional wellbeing of children	5.1 Identify potential social and emotional issues and recognise indicators that may impact on children in relevant age group 5.2 Identify potential issues and recognise indicators relating to physical health, fitness and wellbeing of children 5.3 Monitor identified physical, social and emotional issues, document areas of concern and discuss with supervisor, parents, carers or other appropriate people according to organisational procedures

Foundation Skills

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Description
Learning	• Uses self-reflection to identify improvements to professional practice • Identifies and uses opportunities to update skills and knowledge
Reading	• Extracts, interprets and organises information from a range of written sources • Identifies and evaluates resources and activities
Writing	• Develops, documents and updates plans for program activities in an appropriate format • Prepares information about relevant topics using language appropriate for age group • Records required information in appropriate formats

Oral communication	- Obtains information by listening and questioning - Pays attention to the behaviour of others, interpreting a broad range of verbal and non-verbal signals - Presents and sequences information using appropriate words and non-verbal features for audience and context - Participates in discussions using language and non-verbal features appropriate to the audience
Navigate the world of work	- Identifies and follows regulations, organisational procedures, ethics and industry guidelines associated with own role - Takes responsibility for monitoring children appropriate to own role and program goals
Interact with others	- Applies a range of interpersonal skills to develop relationships with children and adults - Selects and uses appropriate practices and protocols to communicate with a range of people - Adapts personal communication style to show respect and sensitivity to diversity, disability, culture, gender and ethnic backgrounds
Get the work done	- Adopts a methodical and logical approach to the process of preparing, conducting and reviewing classes - Interprets and analyses information to make decisions about appropriate activities and actions - Identifies and responds to problems requiring immediate attention

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUADTM412 Promote the physical and emotional wellbeing of children in performing arts	Not applicable	New unit	No equivalent unit

Links

Companion volumes are available in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUADTM412 Promote the physical and emotional wellbeing of children in performing arts

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Performance Evidence

Evidence of the ability to:

- gather and organise information related to working with children in performing arts including:
 - planning age appropriate activities
 - growth stages and anatomy
 - avoiding and managing injuries
 - cognitive development stages
 - healthy lifestyles, wellbeing and nutrition
- plan, implement and review age appropriate performing arts activities and programs for two different age groups
- use clear, understandable, non-discriminatory and non-stereotypical language and non-verbal behaviours with children of different age groups
- plan and implement activities that provide information about nutrition, healthy lifestyles and wellbeing
- identify a range of potential physical, social and emotional issues and monitor the physical and emotional wellbeing of children in own program/s.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify sources of information and resources relevant to working with children covering:
 - healthy lifestyles and nutrition for children
 - physical development and growth spurts in children of different age groups
- explain key features of state or territory regulations, industry guidelines and organisational procedures relating to working with children including:

- ethics and personal and professional integrity
- respect for family values and cultural diversity
- explain individual body types and the normal changes that occur during key growth stages in children, including anatomical limitations for relevant stage
- explain how to promote emotional wellbeing, self-esteem and confidence in children, including encouraging resilience
- describe appropriate practice and training regimes for children typical of different age groups
- describe common risks and injuries for children in different age groups and ways of dealing with these
- explain injury prevention strategies appropriate for different age groups including:
 - warm up and cool down exercises
 - avoiding excessive repetition
 - varying intensity, volume and activity
- describe key features of production elements appropriate for relevant age group, including:
 - themes
 - music
 - movement and/or choreography
 - language and/or script
 - props, sets and/or equipment
- outline contemporary social issues and trends that could have an impact on children of different age groups, including:
 - body image and stereotyping
 - bullying and peer pressure
 - media and social media
- identify indicators of common negative physical and emotional wellbeing issues
- outline ways of approaching problems relating to the physical and/or emotional wellbeing of children of different ages
- describe organisational procedures for reporting injury, possible abuse or inappropriate activity with children.
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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in performing arts teaching environments. The assessment environment must include access to:

- resources, equipment and venues suitable for use with children
- opportunities for assisting or instructing children in either a real or simulated situation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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